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ABSTRACT

The ultimate objective of vocational guidance for public school youth should be appropriate job placement. Traditionally, public school guidance services have not included job placement. The purpose of this guide is to assist educators in accepting placement services as a technique for enhancing the vocational development of all high school youth. A proposed model for placement services in a high school guidance department is designed to serve three functions: (1) to provide exploratory part-time job experiences, (2) to provide needed assistance to dropouts, and (3) to aid graduates in finding meaningful employment. Guidelines present the basic steps for establishing a program of placement services, allowing for adaptability at the local level. Brief descriptions are included for five pilot projects which conducted exploratory programs in job placement. (CH)

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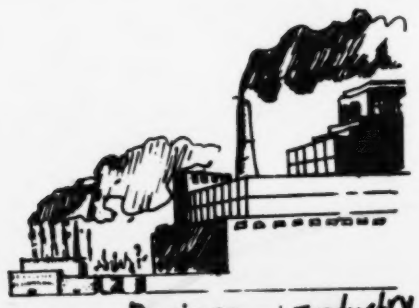
CAREER DEVELOPMENT



"The INVOLVED Commitment"

JOB PLACEMENT: A Guidebook for Counselors

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
225 West State Street
Trenton, New Jersey 08625

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JOB PLACEMENT SERVICES

A GUIDEBOOK FOR COUNSELORS

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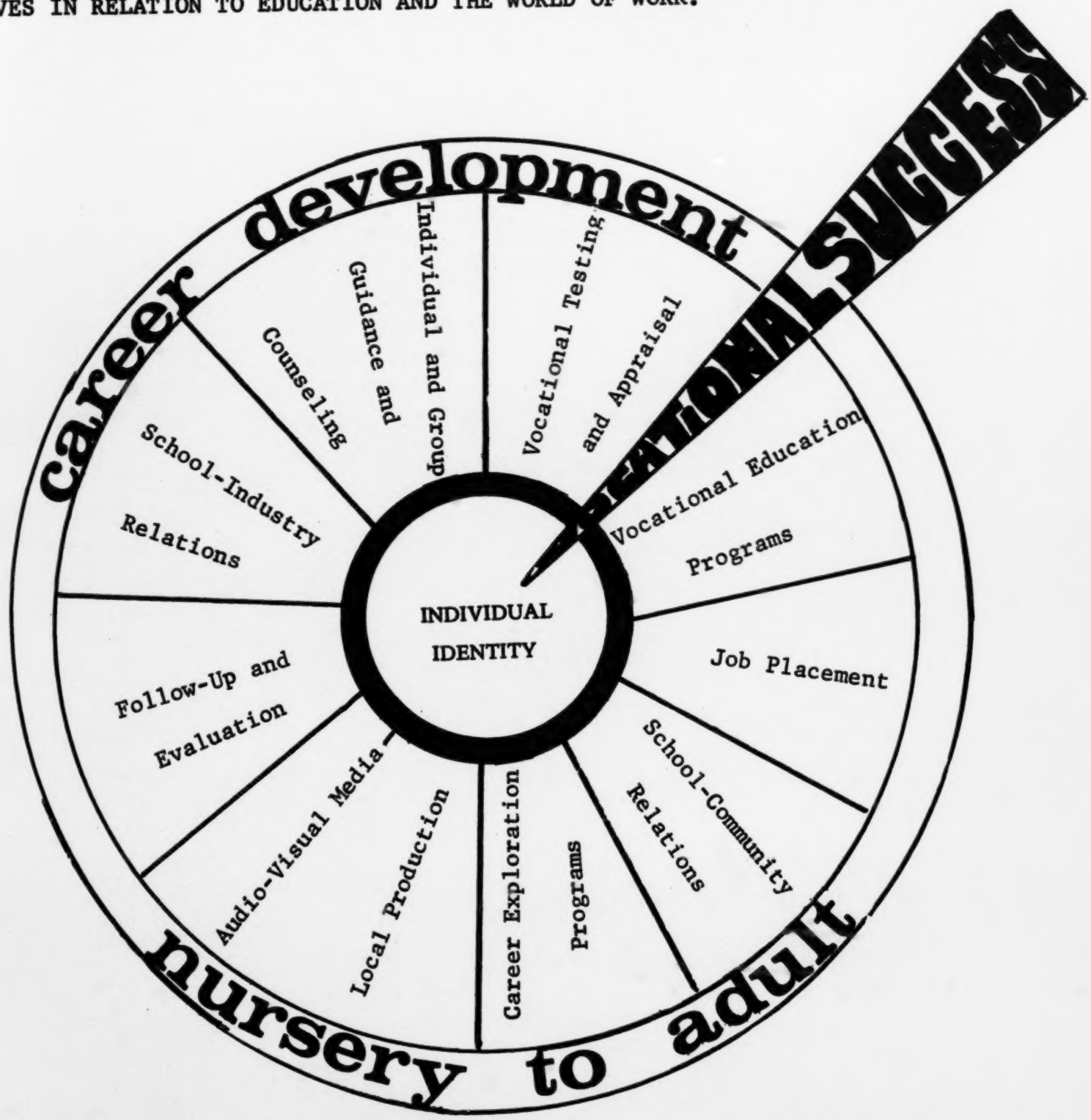
1969

STATEMENT OF PHILOSOPHY

ALL STUDENTS, ESPECIALLY THOSE NOT COMMITTED TO A CAREER GOAL, CAN BENEFIT FROM EXPERIENCES WHICH SERVE TO DEVELOP APPRECIATION AND UNDERSTANDING OF THEMSELVES IN RELATION TO EDUCATION AND THE WORLD OF WORK.



PART-TIME EMPLOYMENT, AVAILABLE WHILE STILL IN HIGH SCHOOL, OFFERS THE STUDENT OPPORTUNITIES TO: (1) REALISTICALLY EXPLORE AND TEST OUT HIS ABILITIES, INTERESTS AND APTITUDES, (2) PERCEIVE MORE CLEARLY THE RELATIONSHIP BETWEEN LEARNING ACTIVITIES AND WORK EXPERIENCES, (3) EASE THE ADJUSTMENT FROM SCHOOL TO WORK AND (4) ACQUIRE DEEPER UNDERSTANDING OF HIMSELF WHICH SHOULD INFLUENCE EDUCATIONAL DECISIONS LEADING TO MORE SATISFYING CAREER DEVELOPMENT.

IT SHALL BE THE MAJOR OBJECTIVE OF THIS GUIDEBOOK TO DEVELOP THE FOLLOWING THEME: JOB PLACEMENT (BOTH PART-TIME WHILE IN SCHOOL AND FULL-TIME UPON LEAVING SCHOOL) MUST BE CONDUCTED AS AN ESSENTIAL SERVICE WITHIN THE SCHOOL'S TOTAL CAREER DEVELOPMENT PROGRAM. JOB PLACEMENT SERVICES CONTRIBUTE SIGNIFICANTLY IN ACHIEVING THE GOAL OF FINDING A REALISTIC, SATISFYING POSITION FOR EACH MEMBER OF THE LABOR FORCE.

C O N T E N T S

Foreword. . . . . Robert M. Worthington

Acknowledgement . . . . . Morton Margules

I. Statement of the Problem and the Rationale - Implications for Counselors. Page 1

It is felt that all students can benefit from job experiences. However, a part-time job experience can be particularly significant to the student who is not attuned to the relevancy of education and work, nor associated himself with any career plans. Job opportunities that aid him in exploring his skills and interests should contribute to his ability to make realistic vocational plans. Job placement is recommended as an integral facet of a sequential guidance and counseling service which is aimed at attending to the vocational development needs of all high school youth.

II. Objectives . . . . . Page 7

The major purpose or goal of this guide is to encourage educators to accept a commitment to provide adequate placement services for all high school youth. An important aspect of this service (if 100% placement is to be adopted as an eventual goal), is that appropriate placement must be interpreted as an effort to meet the "next step" needs of each individual within the framework of career development.

III. The Job Placement Service as a Function of the High School Guidance. . . Page 9
Department

A "model" for job placement services recommended should be a helpful tool for counselors as an aid to the implementation of such a program. The intent however, is not to structure a rigid operational model; rather, the ideal would be that each school develop a program which best suits the needs of its people and its resources.

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Initial steps are discussed as a possible sequence in developing a placement service. Local conditions and needs must be considered in light of these suggested steps.

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Abstracts

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b. Operating a Placement Program on a Small Grant. . . . . Page 51
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F O R E W O R D

Vocational guidance and counseling services provided for youngsters in our schools are woefully lacking in certain aspects. In a 1968 survey, conducted by the sub-committee on guidance for the Master Plan for Vocational Education in New Jersey Through 1980, counselors (in reporting about themselves) pointed up many deficiencies in their programs and training. It was evident from this survey that the large majority of practicing counselors felt that:

1. Vocational guidance has a wide-spread low priority in school guidance programs in New Jersey.
2. Counselor-training is deficient in preparing counselors for vocational guidance.
3. All prospective counselors should be trained in vocational guidance.
4. In-service courses in vocational guidance should be made easily available throughout the State, preferably free to working counselors.

Over the years, counselors have developed reasonably appropriate services for two major groups of students. The first group may be identified through an examination of Follow-up of New Jersey Public High School Graduates prepared each year by the Division of Curriculum and Instruction, New Jersey Department of Education. Since the bulk of most New Jersey school populations is comprised of youngsters headed for further education, it can be expected that much of the counselor's time is devoted to necessary preparations, planning, and placement services required for these students. The conclusion, despite the fact that other reports indicate that 50 per cent of this group never complete their post-high school education, is that these students were provided appropriate "next-step" help.

Another group of about 25 per cent who are provided appropriate "next step" help, according to estimates based on findings of follow-up surveys of the Division of Vocational Education, New Jersey Department of Education, are the graduates of vocational education programs. About 85 per cent of these students are placed in specific occupations for which they are trained, while other vocational program graduates find work in related occupations. Thus, a second large group found the necessary help to bridge the gap from school to a meaningful "next step" upon graduation. This reveals that the total percentage of somewhat adequately prepared and placed New Jersey students is approximately 75 per cent of the graduating class.

Except for isolated reports regarding the remaining 25 per cent of the graduating class, little is known of the ways in which schools are attending to the "next step" needs of students in this category. Also lacking are reports which tell of services provided for another group of students, generally about 14 per cent of the total 9th grade enrollment, who drop out between grade nine and graduation.

A small percentage of students who can be readily accounted for enter the military services and homemaking. However, for the majority comprising the group of 25 per cent, plus the 14 per cent who dropped out along the way, the question which must be answered is: "What sequential 'next step' and follow-up services should the school develop to aid these students towards meaningful career growth?"

It is important to affirm here the position that "job placement services" as proposed in this paper, represents provision for a variety of broad based, comprehensive job related experiences aimed at assisting students in broadening vocational foundations so that greater success can be gained in making appropriate career choices. These experiences should contribute to self-realization

and progress towards appropriate "next step" decisions while in school, and upon leaving school or graduating. A counselor-initiated, developmental placement process should help students identify their emerging career goals through experiences that can open avenues for continued growth commensurate with each individual's potential.

It is recommended that a program of "job placement for all students" should be incorporated as part of the regular on-going service of guidance and counseling provided by high school districts throughout the State.

The Division of Vocational Education is pleased to present this guidebook and suggests that it be used in the following ways:

- As an aid to school administrators and counselors in their implementation of placement services
- As a syllabus for developing local high school in-service programs
- As an aid to counselor educators in broadening the vocational guidance and counseling course sequence in their graduate training programs

We welcome your comments and suggestions for improving and coordinating the services provided to you by the staff of the Division of Vocational Education.

Robert M. Worthington
Assistant Commissioner of Education

A C K N O W L E D G E M E N T

Public school systems have never entirely committed themselves to the responsibility for the placement of every student who graduates or leaves school, into an appropriate "next step." While those who seek further education are adequately "placed", those seeking employment, except in limited cases do not receive the benefit of "placement" services.

The lack of the commitment, to place every student, particularly those employment-bound, results in a near total void of effective research regarding procedures for implementing job placement services.

In the Fall of 1967, a number of school districts were invited to participate in a series of full-day conferences to study the problem and develop guidelines for high school job placement services.

The group included:

Arthur B. Calabro	Hoboken High School	Dir., Student Placement Service
John Chiorazzi	Hoboken High School	Counselor
Frank Gallo	Dover Public Schools	Teacher
Charles Harris	Bridgeton High School	Guidance Director
Frank Mastoraki	Vine Street School, Bridgeton	Federal Programs
Joseph Mayer	Lakewood High School	Principal
Gerald Michelson	Lakewood High School	Guidance Director
Robert Minchin	Bloomfield Senior High School	Chairman, Ind. Education
R. Paul Muni	Dover Public Schools	Administrative Assistant
Frank Paulus	Dover High School	Superintendent
Edward Phillips	Point Pleasant Boro High School	Director of Guidance
Warren Robst	Roselle High School	Counselor
Stanley Schoonmaker	Dover High School	Guidance Director
John Sergie	Plainfield High School	Placement Counselor
Henry Zanzalari (Dr.)	Somerset Co. Voc/Tech School	Superintendent

Following the careful foundation work of this body, five school districts were invited to conduct exploratory programs with the aim of testing and developing the guidelines set forth by the planning group for job placement services. Special attention was given in the selection of the districts to geographical location, population problems, vocational programs, etc. The districts and respective personnel

engaged as Placement Coordinators are as follows:

Edith Boone	(1968/69)	Trenton Central High School
Arthur Calabro		Hoboken High School
Anthony Ciardi		Dover High School
Edward Coffey	(1968/69)	Lakewood High School
Leroy Garrison		Bridgeton High School
Robert Kirschner	(1969/70)	Lakewood High School
Anthony Krolich		Hoboken High School
Holland Moore	(1969/70)	Trenton Central High School

To these people as well as the original planners, the Division of Vocational Education owes a debt of gratitude for their professional contributions and sincere efforts.

A vote of thanks goes also to staff members of the Department of Labor, Division of Employment Security, particularly Mrs. Florence Bustamente and Mr. Joseph Freedman who gave us the benefit of their experience in planning the placement project and in conducting training sessions for the Placement Coordinators.

May I further extend my appreciation to Thomas W. Gambino, Director of Career Development and Robert Briant, Supervisor of Vocational Guidance for their role in preparing the initial guidelines and developing and supervising the program throughout the year. Special note must be made for the editorial consultation provided by Dr. Donald Merachnik, Assistant Superintendent for Pupil Personnel Services, Union County Regional High School District #1.

Dr. Morton Margules
Associate State Director of
Vocational Education (Ancillary Services)

SECTION I

STATEMENT OF THE PROBLEM AND RATIONALE

. Implications for Counselors .

Each year approximately two and a half million students are graduated from American high schools. Of these, 53% continue their education at institutions of higher learning with approximately one-half not completing this training. The remaining 47% of high school graduates, some 1,175,000 young men and women, terminate their formal education at graduation. In addition to this, if we add approximately 100,000 students who drop out each year before completing high school, we total over two million students who terminate their education at the 12th grade level, or earlier. About 400,000 of these students have had some marketable vocational training while in high school. The remaining 1.5 million enter the labor market with little or no real skills, and as we know, the existing market offers few employment opportunities for these unskilled workers.

Conditions such as these indicate how much young people need help in determining vocational direction and securing employment. Of course the question asked is - "Where can they obtain this aid?" The most logical and important source of placement help would seem to be the school with its intimate knowledge of the student and his aims and goals.

The well-planned job placement service represents an essential function of the total career development program of a school. The role of placement as a function in guidance has been discussed a great deal in recent years. Ironically, in earlier years, placement rates little or no attention in many high school guidance programs.

Kaufman, Schaefer and others in their comparative study, The Role of the Secondary Schools in the Preparation of Youth for Employment, report, that in general, the vocational aspect of the guidance program was weak. The report also

indicated that most counselors were college-oriented, they lacked adequate background in vocational counseling techniques, and that greater consideration should be given to the vocational placement of youth.[1]

There are two aspects to the job placement service:

1) Schools educate youngsters for occupational choice. A natural culmination of this process should be a functional job placement service. This service of schools should act to direct students to jobs in which they have expressed an interest and in which they are capable of performing. Recently, an educator in a key administrative position emphasized the school's responsibility for placement. Dr. Grant Venn, Associate Commissioner for Adult and Vocational Education, U. S. Office of Education, related the following to a group of state guidance supervisors:

> The next thing that I think is going to happen in every school in this country -- or there will be no guidance program that has much muscle -- is full-time job placement services for every boy and girl in school, with the school taking on the same responsibility for the non-college-bound as it now does for the college-bound student. When we accept a student, we accept the responsibility of helping him reach the next point.[2]

2) Job placement opportunities on a part-time basis provided during the high school years can provide experiences so essential for all students but particularly for those students who are not goal oriented. These students can benefit from involvement that would serve to offer an entirely new perspective of themselves in relation to school and the world of work.

This study deals primarily with the second aspect. A concern, given top priority by the Vocational Educator, is that the individual be provided a series

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[1]Jacob J. Kaufman, Carl J. Schaefer and others, The Role of the Secondary Schools in the Preparation of Youth for Employment, (University Park, Pennsylvania: The Pennsylvania State University, 1967), Chapter 4, p. 18.

[2]Grant Venn,"A Lifetime Concern", American Vocational Journal, (November, 1966) p. 17.

of sequential, comprehensive, planned, career development activities aimed at broadening relationships between the student, the school and the employing community. This should result in greater student growth and effectiveness in the use of his individual resources. The part-time job experience is recognized as a highly appropriate activity, which if provided in early high school should contribute to wiser, more meaningful decisions regarding vocational programs and continuing education decisions.

It is true that no other agency, with the possible exception of the home, knows as much about the student as the school. Schools may lack the comprehensive knowledge of occupational and labor market information, but such information is more easily obtained and absorbed than detailed information about a complex young person.

Placement Services, within the guidance program, should be offered to all students. It should be offered to high school seniors as well as other lower classmen. It should benefit those students desiring part-time employment or potential school leavers by providing experiences helpful in motivating vocational program selections in order to present more realistic and productive school experience.

Present trends encourage the school, Employment Service, and other community agencies to act in a coordinated effort. Conducted as a joint effort, more schools might concern themselves with placement services as a means of providing students with a broader understanding of work. This should lead to wiser vocational selections while still in high school. Where cooperation between the school and community organizations exist, student vocational selections may lead to better employment opportunities after high school graduation.

The focus in this guide is on PLACEMENT. However, it should be understood that the job placement service does not represent a substitution or possibly the

"best" way for aiding students in making career choices and educational plans. Rather it is recognized and is being developed as an integral facet of a total sequential guidance and counseling service which is aimed at attending to the vocational development needs of high school youth. (A total school program, pre-school to adult is discussed elsewhere in this guide.) The chart presented earlier in this guidebook should aid in clarifying this position by pointing up the various suggested segments of a comprehensive program for aiding students in making realistic career plans.

Employment experiences introduce significant problems related to personal and social growth that the young student should be taught to understand. Having gained such knowledge he may then move towards more effective educational goals and realistic career planning. Some of the benefits to students derived from employment and related vocational guidance and counseling include:

. greater appreciation of his abilities

. greater economic security

. improved attitudes toward self and school

. broadened foundations for career choice

. easier transition from school to work

. acceptance and recognition by teachers and other students

. higher level vocational aspirations

. acceptance and recognition by employers and adults

. self-confidence, dignity and responsibility

. maturity and independence

There are a number of additional key arguments for the school to establish responsibility for placement of in-school youth:

. placement, in cooperation with local agencies and the employment office, can often be achieved before June graduation; thus reducing

the amount of placement activity during June and July and providing an opportunity for communication between employers, appropriate teachers and the local employment office

- a school placement program provides for dialogue between school personnel and employment office counselors, and employers; such a dialogue can lead to needed program changes such as curriculum innovations and work experience programs

- through relationships with post high school training institutions, the school is in a key position to assist students in combining work and further training in local colleges, technical schools, or vocational programs

- as an addition to the service provided by the local employment office, many employers want the benefits of direct contact with the schools since they feel coordination by the two agencies results in more efficient, more thorough service

- when the school undertakes the responsibility for the placement of students, the pressure is immediately applied for a better school program in order to make potential job seekers more employable

- placement of students in part-time and full-time employment creates a realistic atmosphere which provides for student development and self-improvement

- placement is the natural culmination of the many vocational education activities which lead to effective program and career choices

- placement of students who seek employment teamed up with and on a par with placement in continuing education, results in more equitable services to the total school population
- an effective guidance and counseling program should be accountable at the 100% level for the appropriate "next step" experience of all of the students

SECTION II

OBJECTIVES

The major purpose or goal of this guide is to encourage school administrators, guidance counselors, and teachers to accept a commitment to provide adequate job placement services for all students as a necessary dimension within an effective program of guidance and counseling. The materials are intended to focus attention and inspire plans for the implementation of services in accord with the following objectives:

To strengthen school guidance and counseling through a more sequential program of placement and vocational counseling which is appropriate for all students.

To develop student career knowledge that may be helpful in making vocational program choices while still in high school and/or upon graduation.

To fill curriculum gaps experienced particularly by those students who are not goal-oriented as well as goal-oriented students who may need or seek further help so that they may attain a higher degree of self-realization.

To motivate students to attain their full potential by providing a climate for developing and testing attitudes, values, abilities, interests and aspirations.

To expand career information and opportunities for <u>all</u> students.

To develop employment prospects for the physically, emotionally and mentally handicapped students so that their school experiences are more in tune with their individual needs.

To improve lines of communication among counselors, teachers and vocational and work-study program coordinators.

To improve public relations and expand coordination with business and community.

To provide job experiences as an integral phase of the curriculum to help students enjoy greater educational relevancy.

SECTION III

THE JOB PLACEMENT SERVICE AS A FUNCTION OF THE HIGH SCHOOL GUIDANCE DEPARTMENT

Helping the student experience growth in vocational development may involve his enrollment in a college preparatory program, or in a vocational program or in any program while in high school. Ultimately, the responsibility for assisting each student in his vocational development must include aid towards satisfactory placement in the "next step" beyond high school. Students who leave school prior to graduation due to educational hardships, socio-economic problems, language problems, etc., are especially in need of "next step" job placement aid which the school must offer.

The success of a guidance program is often based on the number of students who are placed in college. Placement of students in jobs, however, often rates little recognition and seldom is it accepted by school people as part of their commitment to the youth they serve. Yet, the vocational development concept, generally subscribed to by all counselors, is based upon the commitment to a continuous on-going process wherein <u>all</u> students are aided in making appropriate "next step" decisions.

Earlier in this paper it was pointed out that job experiences make a significant contribution towards helping students identify individual needs with career goals. A "model" for job placement services would be helpful to counselors in the implementation of such a program. The job placement model should be interpreted as serving three functions; first, providing exploratory part-time job experiences while the student is still in high school that would be helpful to him in selecting high school and post high school vocational programs; second, offering needed help to dropouts, other school leavers and non-goal oriented students in finding appro-

priate "next step" situations; third, aiding graduates in locating meaningful jobs.

The intent is not to structure a rigid operational model; rather, the ideal would be that each school develop a placement program which best suits the needs of the residents of its community, its budget, staff and community resources.

The Job Placement Service Model

The Job Placement Service Model encompasses the areas 1 - 14 listed below. Each school district in considering placement services may wish to set up its own priorities for the development of each area on the basis of existing activities and the opportunity for further expansion of placement services.

Suggested sources "for further information" listed at the end of each section should be helpful when used as a supplement to the Reference List provided.

1. Select An Advisory Council

Membership may include the following:

A. Business and Industry

B. Labor and business organizations

C. Community Representation (cross section)

D. Community agencies and organizations

E. Vocational coordinators, teachers, club advisors, school administrators, guidance personnel, curriculum coordinator

F. Student and parent representation

Members of the council should serve as advisors to the placement program. They should meet at least once each month. The agenda for these meetings should be pertinent to the type of involvement that will enable the participants to take an active role in the program. There should be a comprehensive cross section of community representation. Some of the major functions of this council include

assisting in:

(a) developing program philosophy

(b) clarifying program objectives

(c) organizing and utilizing resources of school, community and employers

(d) preparing an on-going program - aid in making the curriculum more relevant

(e) instituting in-service programs for counselors and teachers including community agencies, business and industry and labor

(f) developing an evaluation and study of effectiveness of placement services for feedback value

(g) determining length of council membership

(h) assisting in developing in lines of communication between vocational coordinators and other school personnel

(i) assisting in developing job opportunities

(j) coordinating with other existing school advisory committees

(k) working with the child study team

For Further Information

1. Vocational Advisory Committees, American Vocational Association, 1510 H Street, N. W., Washington, D. C. 20005.
2. Industrial Advisory Groups, Electronics Industries Association, 1721 DeSales Street, N.W., Washington 6, D. C.
3. Cooperative Vocational Education Bulletins, New Jersey Department of Education, Division of Vocational Education, 225 West State Stree, Trenton, New Jersey 08625.

2. <u>Conduct A Survey of Local Occupational Opportunities</u>

Make personal contacts with employers and training establishments:

A. Cooperate with the local state employment service office in developing and utilizing employer contacts

B. Visit local and county industrial commissions and planning boards

C. Make personal visits to local employers to determine employment needs and to evaluate employment sites

D. Survey vocational training opportunities including; apprenticeships, Manpower Training Centers, community colleges, business and trade schools, adult education programs, business sponsored education and training opportunities, special needs college programs

E. Develop leads regarding opportunities for the handicapped, minorities and people representing special needs

F. Maintain up-to-date directory covering jobs for all levels of ability and interests including handicapped as well as full-time and part-time

G. Maintain record of placement including student and employer comments regarding the value of the job experience

H. Coordinate all activities with vocational and other interested teachers

The placement service must exhaust every possible lead concerning occupational and training opportunities. Effective communication should be established between the school and employers and organizations engaged in the employment and/or training of youth. Personal visits and discussions with employers are found to be most beneficial, and whenever possible this approach should be utilized. Active participation and the aid of the various agencies represented on the Advisory Council should be encouraged.

For Further Information

1. Local Office of Employment Security
2. New Jersey Department of Labor, Division of Employment Security, John Fitch Plaza, Trenton, New Jersey
3. Local and State Chambers of Commerce
4. Local and State Business and Industrial Directories
5. Telephone Directory Yellow Pages
6. Local Municipal Government
7. Surveys made by vocational coordinators in your district
8. Labor Organizations
9. Publications of Businesses and Industries, i.e., Western Electric, Prudential Life Insurance Companies of America, Petroleum Institute Chemical Industry, etc.

3. Initiate Cooperation With Community Agencies

Establish communication with local agencies including Rehabilitation Commission, Employment Service, Community Action Programs, Probation Bureau, Children's Welfare, Public Health, Chamber of Commerce, etc., in order to develop an effective program:

A. Invite personnel of the local community agencies to cooperate with the school
B. Make up a directory describing the services of each of these agencies for use by other counselors and school as well as community -- keep up to date
C. Plan for follow-up meetings with those agencies that are involved in specific student cases for whom you are seeking job placement and related services

Cooperation between the school and community agencies is vital to the success of a placement service. Often services and opportunities are available, but due to lack of communication, are not utilized. An active program of communication can lead to increased effectiveness of a placement program.

For Further Information

1. New Jersey Department of Labor, Division of Employment Security, John Fitch Plaza, Trenton, New Jersey; Rehabilitation Commission, John Fitch Plaza, Trenton, New Jersey
2. New Jersey Department of Community Affairs, West State Street, Trenton, New Jersey
3. New Jersey Department of Education, 225 West State Street, Trenton, New Jersey
4. Local Municipal Government Offices (Health, Housing, Probation Bureau, Juvenile Court, etc.)
5. Local Business and Industry and Labor Organizations
6. Service Clubs

4. Publicize the Job Placement Program

Present the placement service message to the public:

A. Newspaper articles

B. Speak at regular meetings of community organizations and business clubs

C. Communications with school personnel

D. Compose letters and notices to employers

E. Publish pamphlets and booklets

F. Produce radio tapes, audio visual aids

G. Communicate with students (clubs, newsletters, bulletin boards, newspapers)

H. Inform parents of school children by developing and maintaining communications relative to work experience process and related activities through PTA, newsletters, and personal contact

I. Contact parents where possible and/or necessary regarding job experience

A varied publicity program can strongly influence the success of the placement service, and one must consider several avenues of media communication. Meetings and discussions with community organizations should prove to be beneficial. The goal of such a publicity program would be to create an atmosphere where employers would feel confident in telephoning employment opportunities directly to the placement service at school.

For Further Information

1. Public Information Unit, New Jersey Department of Education, Division of Vocational Education, 225 West State Street, Trenton, New Jersey
2. Office of Public Information, New Jersey Department of Education, Trenton, New Jersey

5. Organize Occupational Information

Collect materials and sponsor career oriented activities:

A. Locate both counselor and student materials so that they are easily accessible

B. Cover a wide range of vocations with varied occupational information materials including related labor law information

C. Up-date all materials continuously

D. Hold career workshops involving employed graduates and students and schedule individual discussions between interested students and graduates

E. Develop a directory of cooperative employers who will interview students and provide the employers point of view

F. Develop locally produced audio-visual materials that relate to conditions in employment area

For Further Information

1. New Jersey Department of Labor, Division of Employment Security, John Fitch Plaza, Trenton, New Jersey
2. U. S. Department of Labor, Washington, D. C.
3. Local, State, National Organizations, Truckers Association, etc.

6. Organize Career Exploration Club

Provide students, especially those not "goal" oriented with experiences that may help them identify career directions:

A. Invite all students to participate and join the club

B. Provide a broad based program of information, experiences and discussions according to needs and interests of students

C. Goals should include expansion of self-knowledge, occupational interests, appreciation of relevancy of school to work, and identification with educational programs

Many students will benefit through vocational guidance and counseling that may be offered in a "club" setting. Career Clubs such as Future Farmers of America, Future Nurses of America are successful in expanding opportunities to students who have already "firmed-up" choices. A club program aimed at providing a setting for the exploration of a wide variety of careers should be helpful to students towards establishing vocational directions. The club should be open to all students enrolled in the high school.

For Further Information

1. New Jersey Department of Education, Division of Vocational Education, 225 West State Street, Trenton, New Jersey
2. Youth Organizations of Service Clubs, i.e., Key Club, Interact Club, Junior Achievement, JETS, etc.
3. Boy Scouts of America, Route 206, New Brunswick, New Jersey
4. See Appendix C

7. Counsel and Prepare Students for Meeting With Employers

Provide student experiences:

A. Discuss and illustrate the use of applications for job opportunities
B. Prepare students regarding interviewing techniques
C. Assist students in formulating an assessment of their training and ability
D. Provide follow-up job counseling on an individual and group basis

Many students have difficulty in completing applications and presenting themselves during employment interviews. Counselors should review these techniques with students in order to make the student's experience more satisfying. Enlist the aid of teachers in needed remedial work pertaining to job preparation needs. Generally, many employers set standards regarding work habits, dress and behavior. It would be helpful to review this consideration with students.

For Further Information

1. Getting Your First Job and other publications, New Jersey Department of Labor, John Fitch Plaza, Trenton, New Jersey
2. Facing Facts About Choosing Your Life's Work, Prudential Insurance Co. of America

3. Publications of Bell Telephone, New York Life Insurance Company and other Business and Industrial organizations

8. Involvement of Students in Setting Up and Operating a Job Placement Service

Students who are provided an active role in their own experiences generally show greater concern and are more motivated towards success.

Some of the areas where they may contribute and enhance benefits include:

- Surveys of jobs
- Organization of field trips, speakers, audio-visual aids
- Newsletters, bulletin boards
- Records and keeping job data up-to-date
- Office work
- Career Club Organization and Operation

A review of the job placement model will offer suggestions for many other areas of involvement.

For Further Information

1. New Jersey Department of Education, Division of Vocational Education, Youth Leadership and Development Advisor, 225 West State Street, Trenton, New Jersey

9. Cooperate with Employers

Maintain good relations and communication with employers:

A. Develop guidelines covering procedures for: selection, school regulations, labor supervision, responsibilities relative to employment of students in part-time and full-time jobs

B. Record all necessary information pertaining to job requests from employers

C. Refer interested students to job openings

D. Assist students where necessary in keeping appointments

E. Inform prospective employer regarding students who will be graduating or leaving school and are eligible for employment

F. Invite employers to use school facilities when appropriate or to observe prospective employees engaged in school tasks

G. Cooperate with the employer in the development of good attitudes towards work

H. Encourage employers to make placement program and curriculum recommendations

I. Keep abreast of all changes in local, state and national labor laws

J. Review with employer; wages, working conditions and work schedule and other pertinent aspects of the job

All communication from employers regarding job opportunities should be given immediate attention and recorded and kept on file. Each employment request should be discussed with those students who show interest. Whenever possible, more than one applicant should be referred for each opening so that the final choice rests with the employer. In some cases, employers might be invited to use the school for interviewing purposes.

<u>For Further Information</u>

1. New Jersey Department of Education, Division of Vocational Education, Trenton, New Jersey
2. New Jersey Department of Labor, Reports on Child Labor Laws, Trenton, New Jersey

10. Follow Up of Student Referrals to Employers

Organize the collection and use of placement information so that effective feedback into curriculum may be implemented.

A. Verify placement of students in employment

B. Follow-up each initial employment interview by contacting both employer and student. A visit should be made to the job site no later than during the second week of employment

C. Follow-up students not employed and determine reasons for unemployment and attempt to remedy

D. Communicate with employer to discover the on-the-job development of each placement

After each referral, the placement coordinator should contact both student and employer in order to discuss the success of the interview. This expression enables the coordinator to gain information pertaining to the strengths and weaknesses of each candidate. Soon after a student has been placed in employment, the coordinator should visit the employer and discuss the on-the-job development of the student. This procedure shows the continuous interest on the part of the school and renews the confidence of the employer in the school placement program. Subsequent visits to the job site by the Placement Coordinator should be planned on the basis of need.

For Further Information

1. New Jersey Department of Education, Division of Vocational Education, Trenton, New Jersey
2. New Jersey Department of Labor, Division of Employment Security, John Fitch Plaza, Trenton, New Jersey

11. Evaluation of Placement Services

Evidence of the effectiveness of a program is an inherent aspect of its existance and need to continue and expand it.

Questions regarding the contributions of the program to the progress of involved students and benefits to the overall educational experience must be answered. How does the program affect student behavior? Does attendance improve? Do grades go up? Do student school and job efforts increase? Are more students identifying with sound career goals? Is community cooperation improving? Are teachers up-dating instruction? Are employers satisfied? These and many more questions must be backed up with data and implemented in the total educational program.

A. Develop necessary forms, procedures and techniques for data collection, interpretation and reporting. Program appraisal should include some of the following; students, employers, teachers, counselors, administrators, parents, and curriculum committee. Keep a log of activities including daily contacts, survey information, referrals and other information pertinent to service

B. Develop report of findings and evaluation

(a) curriculum feedback information especially as it may pertain to the expansion and development of needed vocational programs

(b) inservice information

(c) up-dating placement service

For Further Information

1. New Jersey Department of Education, Division of Vocational Education, 225 West State Street, Trenton, New Jersey

2. U. S. Office of Education, Washington, D. C.

3. See Appendix D

12. Cooperate with Teachers and Counselors

A good placement service is a direct product of well organized communication between teachers and counselors.

A. Implement inservice workshops involving counselors, vocational teachers, employers, business organizations, community, parents and students

B. Encourage teachers, counselors and others to participate in job opportunity surveys, evaluation of placement program, talks with business and other groups

C. Keep teachers, administrators and counselors informed of placement program through regular reports

D. Coordinate with counselors of students seeking job placement regarding related counseling and guidance services

E. Coordinate efforts with vocational program coordinators

F. Cooperate with counselors of students seeking job placement regarding related counseling and guidance services

G. Seek to set up a total program relative to the vocational development needs of students pertinent to the rationale of this guide

To properly educate the student the services of people who have broad preparation in their respective fields is required. But, only in the school where communication and cooperation between members of educational staff is fully developed will the student be educated in a truly comprehensive manner.

Thus, to conduct a program of education, two interrelated disciplines must be coordinated; counseling and teaching. First, the classroom where the teacher using information to generate interactions provides learning experiences that develop the personal, social, academic, physical and civic aspects of the individual. Second, Pupil Personnel Services (guidance, counseling, placement) where these experiences are individualized by helping the student evaluate them and make plans in terms of his personal interests, abilities and needs. Through this cooperation, students are provided with experiences that result in knowledge that is so essential for life and career competency.

For Further Information

1. The Teachers Role in Career Development, Tennyson, Soldahl & Mueller, National Vocational Guidance Association, 1605 North Hampshire Avenue, N. W., Washington, D. C.
2. New Jersey Department of Education, Division of Vocational Education, Trenton, New Jersey

13. Forms and Record Keeping

Locally developed forms and systems for keeping records include the following areas:

A. Survey questionnaires pertaining to interests and job needs and abilities
B. Applications for job referral
C. Employment agreements (School; Student and Parents; Employer)
D. Follow-up on performance on job
E. Student-job further education planning data
F. Teacher-Counselor-Placement Coordinator

C. Keep a log of services so that final reporting regarding the effectiveness of the program will result

The projects under development this year produced a variety of forms and techniques for keeping records that indicate that there can be as many effective ways of attending to this vital aspect of placement services as there are people and districts involved. The important aspects is "does the form or record enhance communication, efficiency and effectiveness in attaining goals of program?"

Assistance in setting up a form and record keeping system as in any other area is available from the five participating districts.

A poorly organized system of record keeping can reduce the effectiveness of the service.

For Further Information

1. New Jersey Department of Education, Division of Vocational Education, 225 West State Street, Trenton, New Jersey (Cooperative Bulletins)
2. Local New Jersey Employment Service Office

14. Use of Vocational Tests and Appraisal Instruments as an Aid in Relating the Student's Abilities and Interests to Emerging Vocational Identity

Discuss the school testing program with the director of guidance, counselors, and administrators in terms of:

A. Standardized tests and appraisal instruments:

. Application of existing testing program to career development needs of students (verbal and non-verbal), include such aspects as; selection of students for jobs, effectiveness of service, etc.

. Implementation of plans (selection of suitable tests and appraisal instruments provided on a continuing basis, early grades to adult).

. Administration and scoring of vocational tests and appraisal instruments.

. Follow-up of tests in accord with respective needs pertinent to placement program; students, teachers, counselors, employers, and curriculum.

B. Locally developed instruments to determine student growth as a result of job placement service:

. Student questionnaires relative to program and/or career identification as a result of job placement experience

. Questionnaire's for counselors and vocational teachers to determine productivity of students in vocational programs

. Surveys to be completed by employers, teachers, counselors, coordinators and students (Student Behavior Inventory - Appendix)

Test and survey results place the counselor in a position to aid students in exploring their potentials on the basis of reasonably valid information that may not be readily available through class experiences or observations by the student himself or school staff and employers.

Test and appraisal instruments are needed that yield individual predictions of potential for success in the major vocational curriculum areas and other goal-oriented programs.

The goals of a testing program should include the following aspects: elementary school age to adult, measure of broad general abilities, specific aptitudes, achievement, values, probability of success in broad vocational areas, vocational growth and maturity, aid to making vocational decisions and generally aid teachers and counselors in providing relevant information and experiences as well as aid in determining the effectiveness of the job placement service.

For Further Information

1. Division of Employment Security, New Jersey, Trenton (General Aptitude Test Battery)
2. Ohio State Department of Education, Columbus, Ohio (OVIS)
3. Private and Public Vocational Testing Agencies
4. Educational Testing Service

15. Job Description: The Job Placement Coordinator

One person serving as a full-time Placement Coordinator in each of the five exploratory projects, was found to be satisfactory. As indicated in this section of the guide, coordination with teaching staff, counselors, vocational program coordinators and community agencies is essential. The Placement Coordinator does not try to attend to all activities of the program on his own.

Highlights of the various aspects of the position include the following:

A. Full-Time - 12 months

B. Half-Time Secretary

C. 1) The schedule should be flexible so that the Placement Coordinator may spend much of his time in the field working days and evenings performing job development tasks including:

. meetings with students on the job

. talks with service clubs

. meeting with community agencies

. visits to employers

2) In the school the Placement Coordinator interviews students, provides orientation and related information pertinent to the objectives of the job placement service

3) Summer and vacation times are his busiest since this is when most

jobs are available to students. His hour nor his yearly schedule does not follow that of the regular teaching and counseling staff. Participation in staff, guidance, vocational staff meeting and other school meetings pertinent to his work is required.

4) Each placement coordinator should develop with the administration the schedule of hours, vacations, etc. Each employment area and/or business area of the State has peak employment periods of the year and hours employers prefer to meet with the coordinator peculiar to its own location and/or operations.

NOTE: It is important that the Placement Coordinator not be involved in any after school or other program assignments that would interfere with job placement service activities.

D. The Placement Coordinator student-load should not exceed 200 students to effectively carry out all aspects of the position outlined. While all students may benefit through job experiences, the basic premise upon which the service is established in so far as this document is concerned is that students who are not goal-oriented will be provided first priority over students whose career patterns are more organized, i.e. enrolled in vocational programs or college preparatory.

E. Certification in Pupil Personnel Services is the Placement Coordinator's ultimate aim. Related experiences in business and industry, other personnel work or vocational education represent an important factor.

Success in the development of an effective Job Placement Service Model may hinge not only on the ability of the local school district to adapt the foregoing

guidelines to fit its own situation, but also that the following special features be an integral part of the program:

A. Characteristics of an Effective Placement Service

. Support of the Board of Education and school administration

. Cooperation between the school placement service and local community agencies

. Abundance of vocational information and sources

. Cooperation between counselors and teachers

. Adequate office facilities - space - clerical help

. Frequent visits to employers

. Cooperation with labor unions

. Effective use of advisory committee

. Acceptance as an integral part of the school guidance program

. Active public relations system

. System of evaluations and follow-up of graduates and drop-outs

. Time given during the summer months for visits to specific employers

. Flexible daily schedule so that employers may be met and students visited on job

. In-service training of counselors and selected teachers including community representation, students and parents

B. Characteristics of a Skillful Placement Counselor

Knowledge and Training

. Understands the problems of the student who is not goal-oriented He builds up good rapport between himself and the student and helps the student understand himself and the relevancy between education and work

. Understands the problems of employment-bound youth

He uses his knowledge of the feelings and desires of the employment bound youth while considering all motivational aspects in the placement counseling process.

. Knowledge of employers and job requirements

He informs the counselee regarding skill requirements and the job market. Presents information regarding labor trends, training, etc., so that the counselee may make a realistic appraisal of himself.

. Knowledge of schools and training facilities

He keeps on file and interprets current information regarding various opportunities for training so that the counselee may overcome any barriers which may prevent him from holding work in his chosen field.

. Knowledge of community agencies and facilities

He communicates with and understands the role of agencies such as the State Employment Service, Urban League, and the Chamber of Commerce regarding the avenues of assistance to the counselee. He develops a directory relative to community resources as suggested in the job placement service model.

. Ability to analyze and evaluate occupational information

He presents information to the counselee regarding occupational requirements, employment opportunities, and trends so that he may develop self-direction and motivation.

. Skill in contacting employers and community groups

He considers all sources for employment and makes frequent visits to

employers and community organizations such as the Kiwanis, Rotary, or Urban League. He strives for the positive relationship between the school and employer. He develops a comprehensive directory as suggested in the job placement service model.

. Skill in conducting the counseling interview

He helps the counselee analyze and evaluate his vocational assests and relate them to occupational goals. He assists the counselee to overcome any obstacles which may prevent job placement and employment.

. Training in various aspects of vocational guidance

He has sufficient training and education in both practical and theoretical foundations of vocational guidance. He understands the principles of career development and vocational choice.

. Familiarity with entrance level jobs, job requirements, job families and avenues of advancement while on the job

He reviews the job market carefully and considers all possible entrance level jobs concerning both skilled and unskilled levels. He has the ability to counsel youth relating to possible job development and promotion within job families.

. Knowledge of occupational outlook and trends

He analyzes the development of labor trends so that he may assist the student when interpreting information regarding occupational opportunities. Both short-range and long-range goals should be considered in analyzing these trends.

. Knowledge of the relationship of curriculum to particular jobs and occupations

He should know what particular high school or post high school courses are essential prerequisites for specific job opportunities. He should

use this knowledge to formulate considerations for curriculum change.

Personal Development

. Outgoing, warm personality which gains rapport with employers and fellow teachers

He should be able to mix freely and easily with representatives of employers and with other teachers. He must be convincing and be able to gain the confidence of others.

. Self-Confidence

He should be confident in his actions and feel that he can complete the responsibility which he has accepted. He should feel that his is an important function of the guidance program -- one which cannot go unattended.

. Sufficient persuasiveness to develop possible job opportunities

He must be able to convince some reluctant employers regarding the employment of high school graduates and in such cases, he must use care in making job referrals.

. Interest in each student as an individual

He should consider each student an individual and not attempt to fit each into a particular mold or style. He should assist each student in their attempt to succeed in the vocational goals.

. Vision and imagination

He should not only possess these characteristics but should also attempt to transmit them to others. He should accept many developments as being possible and attempt to make possible many developments.

SECTION IV

STEPS IN INITIATING A JOB PLACEMENT SERVICE

Familiarize yourself with the various sections of this guidebook, particularly Section I, Statement of the Problem and Rationale; and Section III, The Job Placement Service as a Function of the High School Guidance Department. It would be of value to review Appendix A, abstracts of pilot projects, in order to acquaint yourself with the outcomes of exploratory job placement programs in various areas of the State.

Ordinarily, in the development or expansion of any service, certain arguments will be presented in the form of such questions as: "How do we fit this service into an already bursting program?" "What funds can be re-allocated from other areas so that we may incorporate this service and why should the other service be reduced?" "How might job experiences contribute to the individual's motivation to learn?" These questions and many others will be hurdles that must be overcome and countered with positive information. The following may be helpful in organizing a plan for action.

PHASE I GOAL: To create interest and work for action in the establishment of a Job Placement Service.

ACTIVITIES: . Review this guidebook carefully noting various aspects that you feel may be most pertinent to your situation.

. Obtain enrollment statistics in the various major programs identified in your school curriculum in terms of career objectives or high school goals. Draw up answer to such questions as: Are vocational program enrollment satisfactory? Are experiences provided students prior to making vocational program choices adequate? Are

students missing out on vocational program opportunities due to lack of knowledge and/or exploratory experiences? Are students who are not continuing their education beyond high school finding employment? Is it appropriate for their potential? When do most students drop-out of school? What percent of drop-outs find employment? Would job placement services help reduce drop-outs and keep more students in school? Are students making satisfying career plans on the basis of existing curriculum experiences?

. Obtain information relative to local employer satisfaction with high school students and related communications with the school.

. Draw up a tentative plan paralleling the model for Job Placement Services presented under Section III, showing what your school <u>already</u> provides and/or may provide with moderate changes and what is lacking.

. Develop a program budget.

. Refer to Final Reports listed in Appendix -- or communicate with these districts directly for further information.

OUTCOME: Prepare copies of your findings and discuss with the administration and counselors and seek approval to inaugurate a study of the need for the program.

<u>PHASE II</u> GOAL: An in-depth study of the need, acceptance and steps for implementation of the Job Placement Service.

ACTIVITIES: . Ad Hoc Committee on Job Placement Services (include Board members, administrators, employers and community agency representation)

. Orientation and survey of school staff, students, employers community-at-large regarding job placement experiences as an aspect of the curriculum and service to the community.

. Plan a tentative program of the Job Placement Service.

OUTCOME: Present the findings to the administration and Board of Education for approval and budgeting.

PHASE III GOAL: To inaugurate the plan set up by the Ad Hoc Committee on Job Placement Service.

ACTIVITIES: . Implementation and evaluation of the Plan for Job Placement Services in the local district along suggested format for instituting services given in Section III with necessary local adaptations.

OUTCOME: Evaluation and feedback of findings of job placement service into school curriculum.

For Further Information

1. New Jersey Department of Education, Division of Vocational Education, 225 West State Street, Trenton, New Jersey 08625

APPENDIX A

The following abstracts relate the efforts of five school districts which conducted exploratory programs in job placement. These districts addressed themselves to the placement of students in part-time employment as an aid in student exploration of their abilities and interests and in motivating them for making meaningful high school or post high school vocational decisions. Graduating seniors and school leavers were served through placement in full-time employment.

BRIDGETON HIGH SCHOOL
Bridgeton, New Jersey
Director of Project: LeRoy Garrison
Superintendent: Edward K. Chace
Principal: Anthony Perkich

TITLE: Vocational Guidance and Job Placement

PURPOSE:

1. To obtain information about jobs and vocational opportunities in the area in conjunction with others on the school staff assigned to this responsibility.

2. To provide placement services for students and graduates.

3. To place special emphasis on obtaining jobs for potential dropouts so that they may be motivated to complete successfully their high school education.

4. To work with the present supervisors of work experience programs in the high school in order to establish a more integrated placement program.

5. To maintain a system of follow-up, the results of which should be used to evaluate the program, to provide a source of information for curriculum revision and development, and to provide pertinent information for students and staff.

6. To develop a placement program which might serve as model for other school districts in the state.

7. To help the student develop and improve self-concept in terms of vocational goals.

8. To direct students to sources of information and to community resources for employment opportunities so that they will learn the techniques which will enable them to adapt to job changes throughout their working years.

9. To afford the students the opportunity to observe and consult with workers on the job.

10. To provide in-service training and orientation for counselors and teachers that will assist in curriculum revision and development.

ACTIVITIES:

1. A vocational guidance and job placement service was established for the senior high school and its graduates. This includes the school dropout because of disadvantaged and economically depressed situations and others who are in need of part-time jobs to continue their education.

2. Coordination with the various Guidance Counselors and Work Experience Coordinators in the high school. In-service sessions were held regularly with these groups.

3. Coordination with New Jersey Employment Service, Community Action organizations, Probation Department, and Welfare agency is being carried out.

4. Follow-up of the students taking advantage of the counseling and placement service is being formulated for the 612 students registered.

5. A survey of the 192 prospective employers in the area is being conducted. Findings will be organized into an employment file.

6. Informative Job sessions were held at the high school with the idea of making all students aware of summer job possibilities and future career opportunities in the area.

7. The 224 employees are met on a regular basis to discuss school work and their transition to the world of work. Eight to ten students are interviewed each morning either at the students request or the Vocational Counselor's request.

8. Three hours of every afternoon is devoted to visitations of trainees on the job.

9. A Work Orientation Club is being formed for the students where they can relate their working experiences.

10. A Part-time Summer Cooperative Program is in the planning stages for this summer.

11. Community Agencies engaged in the project include: New Jersey Employment Service, Manpower, B'Nai Brith Vocational Service, Chamber of Commerce, Community School Plan, Bridgeton Opportunity Center (SCOPE), N.Y.C., N.J. Rehabilitation Commission and area Service Clubs.

RESULTS:

1. Over 224 needy students have been assisted or placed on part or full time jobs by this service. Many of these would have been school drop-outs if it weren't for this vocational guidance and job placement service. Some of them had been in trouble with the law until securing part-time employment. Others plan to go on to college after being oriented into different career possibilities. In general, the students' grades and attendance have improved.

2. Communications between the school, community agencies, employers and local government have improved.

3. A resource file is being maintained through a community survey.

4. Students are participating in various vocational programs through the Job Sessions and Clubs.

5. Student attitudes toward school work have improved.

6. In-service meetings with guidance counselors have played an important role in the success of the program thus far.

7. Employers find the placement service an asset to them and the community.

OBSERVATION AND CONCLUSION:

1. The school has become more aware of the employment-bound student.

2. Teachers and Guidance Counselors are becoming aware of the importance of vocational education.

3. Parents and community agencies are getting involved in school projects thus helping to make curriculum changes for the employment-bound.

4. Students and employers find the program as a good community service.

5. It produces citizens who will feel their responsibility at an earlier age.

DOVER HIGH SCHOOL
Dover, New Jersey
Director of Project: Anthony Ciardi
Superintendent, Frank Poulos
Principal, G. Edmund Tunstall

TITLE: Placement Coordinator in the High School

PURPOSE:

1. Extend for first time to students in Dover High School a central office to disseminate job information and job placement.

2. Help counsel students to make the adjustment from school world to job world.

3. Orient students as to jobs available, types of jobs and qualifications for employment.

4. To help place students in jobs where their potentials and capabilities show success can be achieved.

5. Provide a directory of all county industrial plants, plus the available types of jobs in each.

6. Bridge the gap of communication between business, school and community.

7. Help students having trouble in school and dropouts through testing and counseling to find meaningful job opportunities.

ACTIVITIES:

1. Community agencies involved in implementing purposes

    a. Chamber of Commerce
    b. Office of Economic Opportunity
    c. State Employment Office
    d. Rural - Manpower Commission
    e. Morris County Urban League
    f. Institutions and Agencies
    g. Dover Day Care Center
    h. Neighborhood Center

2. Survey and directory made of industrial plants in Morris County.

3. Close relationship established among industry - school - students placed on job.

4. Testing made available to students needing assistance in vocations by local New Jersey State Employment Bureau, (G.A.T.B.).

5. Formation of Northwest County School and Industrial Committee to make industry and school more cognizant of each others problems and how to reduce them.

6. Career day planned through efforts of Chamber of Commerce and industrial men and County.

7. State Supervisor of Wage and Hour, Mr. Martine, spent an evening explaining rules and regulations to industrial men and school people.

8. Profiles of students by Rural Manpower Commission to help place students.

9. Orientation of freshmen in four vocational areas.

10. Visitations to industrial plants and visual materials to make students aware of different job offerings in Morris County.

RESULTS:

1. Students are happy that a place is available in school to help them break into the business world.

2. Jobs are found that are suited to the potential and capability of student.

3. Industry and community agencies most cooperative in implementing program.

4. Career night brought parents, students and industry together in a joint effort in helping

   a. students in obtaining employment
   b. parents in knowing diversity of jobs
   c. industry in helping employ students

5. Placement Coordinator was provided an opportunity to discuss the program at a school board meeting where it was very well received.

6. Placements during the year:

Grade	Registered	Placed	Counselled	Percent Placed
9	15	5	80	33%
10	68	27	68	39%
11	128	70	128	53%
12	92	55	92	58%
9-12	303	157	368	43%

OBSERVATIONS AND CONCLUSIONS:

1. Curriculum revisions are under consideration.

2. Change is being comtemplated in cycles offered in Introduction to Vocations -- increase the number and decrease the time spent in each cycle.

3. More involvement by parents is planned.

4. Students feel something worthwhile is being offered to them in finding meaningful job experiences.

HOBOKEN HIGH SCHOOL
Hoboken, New Jersey
Directors of Project: Arthur B. Calabro
Anthony Kolich
Superintendent, Thomas F. McFeely
Principal, Thomas F. Gaynor

TITLE: Creative Vocational Placement

PURPOSE:

1. To provide vocational counseling services and job placement services to individuals in and out of school.

2. To aid in vocational education program selection in both high school and post high school and to make school experiences more relevant with attendance in high school.

3. To maintain good relationship with the community, business and industry and to make available resource persons to students and non-students.

4. To develop and institute greater emphasis on occupational aspects of such courses as home economics, industrial arts, business education, science, mathematics, art and music.

5. To identify those individuals who need assistance, especially the disadvantaged and to assist them in career orientation.

6. To develop an understanding, an appreciation and correct attitude toward work.

7. To orient the student to vocational educational programs.

8. To familiarize students, parents, graduates, staff members, and others with vocational and occupational materials.

9. To provide a community employment directory for use by students, teachers, counselors, and parents.

ACTIVITIES:

1. Arrangements were made for 38 representatives of business/industry and business and technical schools to visit our school to speak to the students.

2. Prepared a community resource directory for use by placement coordinator and others in the school.

3. Over 85 employer visits were made for job development and for gathering pertinent information about the employers' activities.

4. Our employer file was expanded.

5. Enlisted the cooperation of the New Jersey State Employment Service to give testing, employment counseling, and the job placement services to drop outs and others.

6. With the cooperation of the guidance department a follow-up study was made. Further job assistance was provided where needed.

7. Students were oriented to vocational educational programs.

8. Students were given direct assistance in locating and applying for jobs during the school year and upon graduation.

9. Community agencies participating in the program were; New Jersey State Employment Service, Concentrated Employment Program, Hopes, Industrial Management's Club, Division of Veterans Services, New Jersey Rehabilitation Commission and Hoboken Welfare.

10. Dropouts and out of school youth were given direct assistance in locating and applying for jobs.

11. Visitations were made to business and industry to acquaint students with nature of work.

12. Vocational counseling was given to individuals.

13. Administered General Aptitude Test Battery to ninth grade students.

14. Over 500 telephone contacts were made with business and industry for job development.

15. A special program was developed at the Maxwell House Coffee Co., a division of General Foods Corporation, where ten disadvantaged students worked last summer and will work again this summer performing clerical duties.

16. Participated on Curriculum and Slow-Learner (Core) Committees.

RESULTS:

1. The behavior and school attendance of the students improved noticeably.

2. Community agencies consulted us in seeking solutions to some of their employment problems.

3. The community as a whole and employers were pleased with the establishment of a placement function in the high school.

4. Many opportunities for part-time and full-time jobs were received from local employers and employers in downtown New York City.

5. A current resource and employer file is maintained.

6. Vocational and occupational materials were placed in the school library and guidance department for all students and teachers to use.

7. An up-to-date occupational file is available to students and teachers.

8. Job placements to date amount to 325. This figure will be greater when all job referrals have been verified.

OBSERVATIONS AND CONCLUSIONS:

1. There was greater participation and involvement in related community and school activities.

2. Working students gained dignity and self-confidence as indicated by improved school and job performance.

3. Greater care in course selection was in evidence for terminal student.

4. The vocational placement program was accepted and recognized by the community, the teachers and the students.

5. Follow-up revealed that there was an easier transition from school to work.

6. Many more students could benefit by work experience if money were available for coordinators in the work experience programs. Employers will hire more students if the students could start earlier in the afternoon. This is possible under the cooperative experience program.

LAKEWOOD HIGH SCHOOL
Lakewood, New Jersey
Director of Project: Edgar B. Coffey
Superintendent, Nicholas Santore
Principal, Joseph Mayer

TITLE: The Placement Counselor in the Guidance Department

PURPOSES:

1. Cooperate with, coordinate and expand existing school guidance services and resources into an integrated program of placement and vocational counseling, appropriate for grades 9 through 12.

2. To evaluate both the information from employers and the reactions of students and former students to employment, as a source of valuable feedback for curriculum and updating and development.

3. To provide motivation to the student to continue education and to work to his full potential. It should serve the individual in terms of his educational, economic, social and personal needs.

4. To help fill curriculum gaps represented by students not in goal-oriented programs, (as well as to provide services for goal-oriented students) who may need or seek further help so that they may attain a higher degree of self-realization.

5. To serve as a means of development and testing attitudes, values, abilities and aspirations.

6. To provide, through job placement and related planning, education relevant to problems that might be hampering the student's productivity.

7. To establish in-service programs on a local basis with related staff members.

8. To give vocational counseling on an individual or group basis whenever asked for or needed.

ACTIVITIES:

1. Voluntary job registration of all students of the Lakewood School System over age 14 and most recent graduates and drop-outs.

2. Job guidance, placement, and personalized follow-up of the above. Placement are of a part-time, temporary, vacation or permanent nature based on the individual's needs and desires and opportunities for employment. Counseling is provided prior to and after job placement.

3. Solicitation of job openings by personal visitation to employers, telephone and mail.

4. Setting up and keeping the necessary forms, procedures and records required in a placement office.

5. Conferences with counselors, teachers, parents and administration.

6. Ninth and tenth grade assembly talks given at the beginning of the school year to explain the objectives of the Placement Office and how and when the students can be helped by it.

7. Visitation to Senior English classes to explain their future relationship with the school through the Placement Service and to give them a view of what might be in store for them at graduation.

8. Orientation to new teachers as to the objectives of the placement office and how, with their aid, a better teaching situation can be established by classroom teachers for all concerned. At times, the Placement Counselor is called upon by classroom teachers to talk to their classes regarding vocations and related problems.

9. Receipt and evaluation of a continuous flow of current occupational materials. These are filed, exhibited, or passed on to the various places in the school system where it is felt the information will be helpful - counselors library, department heads, administration or teachers.

10. Developmental group guidance on job findings.

11. Coordination of the Lakewood High School Career Conference Program. This is a cooperative effort with civic and service organizations of Lakewood.

12. Interviews - average of 6 per day. Placement - 1 per day.

13. Compilation of Job Directory on Who Employs Our Students.

14. News releases to area newspapers explained the program and introduced the Placement Coordinator to the community. At the same time an occupational survey to find out about job opportunities in the community was made.

15. Senior students were informed by personal visits to their homerooms of what the placement service could do for them.

16. The aid of the Interact Club was solicited to make an expanded occupational survey, as was the help of the Chamber of Commerce.

17. After students are placed, follow-up begins. Follow-up included visits to the home to seek remedies for the student's problems. Home visits have been productive in setting up a pattern for school-home communications.

18. To date, one hundred Lakewood students have been placed on jobs.

19. Group guidance in job finding, etc., for all students. This program was carried out in cooperation with the English department.

20. Preparation in cooperation with the guidance staff of a resource book on community services.

21. Job development in the Howell, Lakewood, Brick, Manchester and Toms River area for part-time jobs.

22. Summer jobs and permanent jobs for seniors were widely advertised in school.

RESULTS:

1. Over 220 students were placed in part-time or summer employment through the activities of the placement counselor. Counseling sessions of a group nature held in the English classes using films, filmstrips and records. These sessions were geared towards the slower groups which seem to have the most non-goal-oriented students.

2. The community is only now beginning to realize there is a placement office. Agencies which work with the placement counselor are the local anti-poverty agency, Ocean Inc., the N.A.A.C.P., the Rotarians and Senior Citizens groups. This is an area to be strengthened next year.

OBSERVATIONS AND CONCLUSION:

1. In the beginning of the program, 100 students were selected by their counselors as those who might profit most from extra counseling or a part-time job. These one hundred students were culturally disadvantaged and prospective dropouts. No conclusion is yet possible to decide if the extra time and effort spent by the placement counselor with these students helped them.

2. The placement counselor definitely helps the disadvantaged. It seems that these students need more rebuilding of their image than they need money in their pockets. More time is planned on group and individual problems concerning social and economic problems.

TRENTON CENTRAL HIGH SCHOOL
Trenton, New Jersey
Director of Project: Mrs. Edith Boone
Superintendent, Dr. Ercell Watson
Principal, Dr. Roland Daniels

TITLE: Placement Coordinator Project

PURPOSES:

1. To identify students in the 10th and 11th grades, who are not goal oriented and need assistance in choosing a vocation.

2. To secure part-time and summer employment for employment-bound youth.

3. To work closely with those students who have had "Introduction to Vocations".

4. To provide students with individual counseling and group experiences in vocational education.

5. To work closely with Junior High School Counselors - apprising them of the High School Curriculum and the offerings in the Vocational Technical Division.

6. To relay feedback from the Junior High Schools to the High School Guidance Personnel and Staff.

7. To provide in-service training for Teachers and Counselors.

8. To develop student appreciation of job opportunities.

9. To help students enhance their "self-concept" and "self-image".

10. To help students develop constructive attitudes and values toward the world of work.

11. To develop and maintain a working relationship with business and industry in the community.

12. To work cooperatively with other Program Coordinators.

ACTIVITIES:

1. Assisted in identifying 185 Senior Students who lacked saleable skills for employment.

2. Individual counseling and group guidance sessions held to explore the World of Work with the above group.

3. Trips made to industry, businesses and health facilities (150 students).

2

4. Assisted in the planning and operation of Career Day for the entire senior class (805 students).

5. In-service training sessions held to introduce Guidance Personnel to other State Department of Education Programs in operation within the school system.

6. Individual Counseling sessions held with previous Introduction to Vocation's students (approximately 50 students).

7. Testing and job placement activities carried out in cooperation with employers (NJES).

8. In-service training sessions held with counselors in the Junior High Schools to develop more awareness of the Vocational offerings of the High School.

9. In-service training sessions also held with Junior High School counselors not involved in "Introduction to Vocations".

10. Contacts established with the Chamber of Commerce, United Progress Incorporated, Model Cities Educational Director, Outreach Apprenticeship Program, N.A.A.C.P. Education Committee, New Jersey Employment Service and a number of businesses and industries in the area.

RESULTS:

1. Students became more aware to their role and responsibility in planning their future.

2. Students showed a greater understanding and appreciation of the need for obtaining an education.

3. Students better able to associate curriculum selection and the necessity of a goal.

4. A number of students who were employment-bound decided to further their education.

5. Several employers are surveying their employment needs in conjunction with establishing "Cooperative Work Experience Program" with the School.

6. Recognition by the Guidance Personnel for more Career oriented subject matter.

7. Recognition by some teachers and Counselors of the need for more vocational education and vocational guidance in the Curriculum.

8. Employers cooperative in helping to implement the program.

9. Students who do not meet the poverty level income, but still are in need of financial assistance, are happy there is someone else to turn to for employment.

OBSERVATIONS AND CONCLUSIONS:

1. There is a definite n[illegible] within the High School for a Placement Coordinator, to bring about "vocational awareness" or enhance the feeling of same within the Guidance Personnel.

2. There is also the need for a Placement Coordinator for those students who are in need of financial assistance, but are from families who earn over the $3,400.00 poverty level.

3. There is a great need for more cooperation between the various vocational coordinators and work-study coordinators.

APPENDIX B

Placement services can be scaled to meet the needs of school districts where finances are limited. The following material describes job placement activities which can be carried out during an academic year on a part-time basis. A total of $2,500 was funded for the Point Pleasant Borough project. Although the limited activity serves only a portion of the school population, it recognizes the need to be served.

POINT PLEASANT BOROUGH HIGH SCHOOL
Point Pleasant, New Jersey
Director of Project: Edwin Phillips
Superintendent, Lawrence DeBellis
Principal, George Ball

TITLE: Bridging the Gap

PURPOSES:

1. To place students in meaningful occupations where they may find satisfaction.
2. To provide a vocational directory for student and counselor use.
3. To identify students and out-of-school youth who need assistance in choosing a vocation.
4. To focus on youth from disadvantaged families.
5. To provide counseling services to the community by opening the Guidance Office one night a week.
6. To provide student and parent counseling service.
7. To develop student appreciation of job opportunities.
8. To maintain a working program with industry.
9. To provide sound attitudes towards employment through a comprehensive counseling program.

ACTIVITIES:

1. Students were offered direct assistance in applying for and locating jobs upon graduation. Out-of-school youth and adults were offered these same services.
2. Seniors who were employment-bound, and their parents, participated in orientation sessions.
3. Evening counseling service was made available.
4. Coordination with the following community agencies took place through this project:
   a. Anti-Poverty County Organizations
   b. O.C.E.A.N., Inc. Neighborhood Youth Corp
   c. New Jersey State Employment Service
   d. Point Pleasant Borough and Point Pleasant Beach Welfare Department
   e. Local Police Departments
   f. Ocean County Probation Department

5. A follow-up study of graduates, those who were placed in the first and second year of the project, was conducted and specific students were further assisted where it was necessary.

6. A second survey of prospective employers was made to reactivate personal contacts which were made in the first two years. This information was used to update our employment directory.

7. Group visitations were made to various places of employment so that students could evaluate job activities and responsibilities.

8. Prospective employees were met on a regular basis, in groups or individually, to discuss the transition from school to work. Guidance Counselors, teachers and members of the administration attended these conferences.

RESULTS:

1. Twenty-eight students were placed this year directly through this project.

2. A total of 88 students have been placed over the past three years. Approximately half are still in their original positions. Those who have changed, in most cases, have bettered themselves or entered the armed forces.

3. Employers welcomed the improved communications with the schools as did local government and community agencies.

4. Attendance of students improved.

5. A resource file and the Bridging-the-Gap Employment Directory has been updated and is extremely useful.

6. Group visitations, as well as individual visitations, to prospective job sites are planned and carried out by the guidance staff.

7. Seniors participated in certain Introduction to Vocations programs and activities.

8. Combined meetings of Introduction to Vocations and seniors gave the 9th grade Introduction to Vocations students a greater insight regarding the Introduction to Vocations program.

9. An increased number of requests have been received for part-time employment as a result of the contacts made during the survey.

10. The teaching staff, administration and others are now more aware of the job opportunities available to students and this is considered in curriculum planning.

OBSERVATIONS AND CONCLUSIONS:

1. Success of students in finding meaningful job experiences in the follow-up shows value of program.

2. Need for greater participation by vocational and other teachers as an effort towards greater relevancy - school work.

3. Community agencies became more involved in related school and community activities.

4. Parents took an active role in job placement.

5. School curriculum becomes more relevant for employment-bound.

APPENDIX C

CAREER EXPLORATION CLUB

Open to students 7-12 and including the following aspects:

A. Using Students' Abilities and Interests

Identifying the strengths of students will aid in planning subsequent learning activities. A youth organization advisor can capitalize on the students' hobbies, interests and skills which are related to occupations. Preparing an interest and abilities profile record on each student will enable the club advisor to utilize the available resources already established within a given class. Such hobbies and interests as model car making, stamp and coin collecting, sports, art, crafts, photography, astronomy, interviewing, writing, and dramatizing can be the career club starting point for developing vocational interests. Given the opportunity to express these varied abilities and interests within the career club setting represents a supportive motivational factor already inherent within the students themselves.

B. Local Places Survey

As the students consider the different career areas, they will recognize such concepts as "interdependent community living." They will realize that man depends on others for his living standard, needs, well being, etc. One possible activity would be the listing of all the enterprises that are found in the community. The students could report to their fellow club members their findings and tell how the various enterprises contribute to the well being of all of the citizens living in a community.

C. Resource People Survey

(1) Compiling a list of people in the community or nearby towns who can be interviewed, or called upon as guest speakers will not only help students learn about work, but will relate the job or industry to people they "know." Career club advisors

can start with their immediate work environment, members of the faculty, the principal, and the maintenance personnel readily available for interviews.

(2) The Yellow Pages of the telephone book and the advertisements in the newspaper can be valuable guides to local businesses, schools and professional people. The survey alone will give students a knowledge of the community's involvement.

(3) Be sure to invite FNA, FHA, VICA and representatives from other clubs to participate in all facets of the Career Exploration Club program. Club members may be willing to "adopt" the younger students.

D. Guest Speakers

Having a list of guest speakers representing different occupational facets of the community would enable the club advisors to present qualified people to their students. Their presentations and follow-up discussions with the student would represent an effective method for providing vocational knowledge. Students may wish to develop a directory of resource people whom they can contact at some later time for further information or with whom they could visit and watch at work.

E. Literature and Places to Write Survey

(1) Researching information is a common aspect of career exploration. Students can compile bibliographies of stories, books, magazines, trade publications. Advisors can encourage students to discover for themselves, for example, as many topic related occupations as they can within a given area of study found in their school subjects. One particular activity would be a game of who can find occupations that no one else did. Another activity would be to trace the origin of some of the essential professions and occupations needed today, or some that have become obsolete.

(2) The students can locate addresses of the Chamber of Commerce, labor organizations, manufacturing plants, schools and county extention service offices, State and local government services, etc. from which additional written information or even

capable speakers may be invited. This activity as well as the one above can promote improved library skills, reading tables of contents and indexes, writing bibliographies and letter writing techniques, essential to career development.

F. Student Booklets

Student booklets can be an organized compliation of material and data reflecting various aspects of career knowledge. A pictorial study of man's past and present environment endeavors for food, housing, protection and recreation would illustrate the vocational aspects of cooperative living. Many other areas suggested here readily lend themselves to topics that may be incorporated in booklet form. Also, many students may have talents that may be expressed through models, mock-ups or drawings.

G. Photography as a Survey Technique

Students, having an interest in photography, can collect slides or enlargements showing local people at work as well as the tools and equipment they use. A clubroom display of such illustrations will help the children to view and discuss the occupational areas necessary for community living.

Many students will have opportunities to visit other areas within and outside our State, thereby providing more available places for photographic surveys.

Encourage the students to have pictures taken of themselves so that they may readily "see" how they look doing various tasks. This is an important aspect of "self-identity".

H. Identification with Other Times and Places

Club advisors can provide comparative learning activities by having the club members make contrasting studies of man's occupational efforts. An example of this would be a study of modern agriculture in the U. S. in relation to the early colonial agricultural status.

Students in another comparative study may enjoy playing soldier by having an imaginative "Revolutionary Soldier" interview a modern soldier of today, asking him

questions regarding food, guns, communication, mode of travel, occupations in the army, etc. In another "comparison" situation the students may role play a Brazilian farmer talking with an American farmer. Such activities reflecting change and differences of time and place will enable the children to realize that when today's young people are ready to enter the labor market, they will find the world different from what it is at present. What changes can be foreseen might be a good topic of discussion.

I. Dramatization

Role playing is a valuable technique in having students project themselves as different people reflecting time and place. Students can gain insights as to the setting of the stories to be projected as well as the social, economic and political aspects which may arise from time to time. The students may wish to project themselves as statesmen, merchants, sailors, nurses, etc. in dramatic skits. Vicarious experiences such as these help students to broaden their prospectives of the world about them and, at the same time, enable them to "see themselves" in an "imaginative environment". Snap shots, movie films or best of all video-tapes would be helpful in conveying the story.

J. Field Trips

Advisors can encourage the club members to be attentive to the occupational aspects of any class and club trip. If students would observe people and what they do in the work world, they would have ample trips, students' interests may be motivated toward specific vocational studies. One student may wish to focus upon occupations associated with types of transportation, another communication, etc. The interests of students naturally will differ and it will be a challenge for the advisor to guide the students along their various paths of interests.

K. Audio-Visual Materials

The availability of audio-visual aids does enable advisors to select films,

filmstrips, etc. which would project a vocational awareness to man's creative endeavors within his given environment. Through these aids, club members can see different people living in "- given environment at a given time".

The selective use of commercial television also is a worthwhile source for developing vocational interests. Since there are programs which feature man in various occupational roles, advisors can choose or recommend certain ones with the purpose of supplementing educational program in the various classes attended by the club members.

Some teachers and students may wish to make slides, film, video-tape, audio tape, drawings, models, etc. for later viewing and discussion. Bulletin boards, displays, exhibits, demonstrations, etc. would open other areas for students to express individual abilities and interests and expand avenues of learning and vocational awareness.

L. Part-Time Job Explorations

(1) The younger students may be "buddied-up" with older students in the various organized club (FHA, FFA, VICA) activities and "job" assignments.

Older students, as labor laws permit, may be assisted and guided in part-time job experiences that may be worthwhile in motivating them towards career choices.

(2) Related job knowledge may include interviewing techniques, completing job application forms, labor laws, how to get and hold a job, progressing on the job, inservice, keeping a budget, etc.

APPENDIX D

THE PLACEMENT PROCESS

These guidelines, a part of the Department of Labor, Division of Employment Security training program point up the basis for necessary forms and records needed in connection with the placement of students on jobs.

1. Application Taking

   A. An interview -- careful inquiry into applicant's qualifications
   B. Application card -- record of the applicant's qualifications and other information needed for selection
      1. Identifying data -- name, address, telephone number, social security number, sex
      2. Evidence of skills, knowledge, and abilities indicated by work experience, training, personal characteristics, physical status, vocational interests, personal traits, and aptitudes

2. Taking an Employer Order

   A. Identifying Data -- name of employer, address, telephone number
   B. Job Content -- what, how, and why of the job
   C. Performance requirements -- not readily inferred from job content
   D. Hiring Requirements -- specifications established by employer
   E. Contract Requirements -- rate of pay, hours of work
   F. Referral Instructions -- whom to see, when to apply

3. Filling the Employer Order

   A. Selection of qualified applicant
   B. Referral of applicant to employer
   C. Verification of results of referral
   D. Confirming that applicant has entered the job

4. Follow-up of Job Placement

   A. Employer
      1. Job needs met
      2. Labor regulations
      3. Aid to student
      4. Reporting of progress
   B. Student
      1. Development needs met
      2. Performance on job
      3. Related school information and experiences

BASIC JOB STRUCTURE

. Performance Requirement .

What the Worker Does:

1. The major TASKS in the overall job
2. The goods or services produced
3. The object worked on -- for each task
4. Requirements of the job
    a. job knowledge
    b. responsibility
    c. mental application
    d. physical application, speed, coordination

How He Does It

1. With what equipment
2. By what method
3. According to what standard
4. With what materials

Why He Does It

1. The individual task
2. The job as a whole

APPENDIX E

STUDENT BEHAVIOR INVENTORY

Person Rating Student:

(STUDENT) _____ (GRADE) _____ (NAME) _____ (DATE) _____

DIRECTIONS: Please give your appraisal of the above student on the basis of your observations relative to the items listed below.

Coordinator _____ Counselor _____
Employer _____ Other _____
Teacher _____

SCALE

1	2	3	N
Below Average	Fair	Good	Unable to Judge

	Circle dot under appropriate number			
Intellectual Development	1	2	3	N
Understands instructions readily	•	•	•	•
Has little difficulty in expressing himself (orally)	•	•	•	•
(written)	•	•	•	•
Personal Development				
Remains calm under difficult circumstances	•	•	•	•
Has a good attitude towards himself and others	•	•	•	•
Adjusts easily to new situations (people)	•	•	•	•
(jobs/assignments)	•	•	•	•
Demonstrates ability to make decisions	•	•	•	•
Is concerned about his personal habits and appearance	•	•	•	•
Social Development				
Is accepted by fellow workers/classmates (boys)	•	•	•	•
(girls)	•	•	•	•
Takes directions well	•	•	•	•
Tries to accomplish his share of the work	•	•	•	•
Accepts authority	•	•	•	•
Career Development				
Is interested in learning about different kinds of jobs and/or training programs	•	•	•	•
His career plans are carefully thought out	•	•	•	•
Likes going to work	•	•	•	•
Work Habits				
Makes persistent effort even though (job) (assignment) is difficult	•	•	•	•
Sees (job) (assignment) through from start to finish	•	•	•	•
Has little difficulty in adjusting to different kinds of (work) (assignments)	•	•	•	•

Comments about this student that would be helpful in giving him further aid:

A D D E N D U M

The Division of Vocational Education has initiated special pilot projects specifically designed to explore and develop approaches that may contribute to the broad spectrum of experiences basic to career choices.

Funded under the Vocational Education Act Amendment-1968 allotments, reports of these projects planned for distribution include the following:

1. Vocational Awareness of Elementary School Children
2. Placement: A Guidebook for Counselors
3. The School-Community Coordinator
4. Audio-Visual Aids in Vocational Guidance and Counseling
5. Counselor-Teacher Coordination
6. Report of 1968/1969 Vocational Guidance Projects

It is hoped that these reports will be helpful to counselors, teachers, administrators, counselor and teacher educators in their respective functions in the field of education.

Thomas W. Gambino
Director of Career Development